

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

Based on the results of research on the development of interactive learning media based on video learning on polynomial material, it can be concluded that:

1. The level of validity of the interactive learning media based on Learning videos on the Polynomial material used is in the very valid category.
2. The level of practicality of interactive learning media based on Learning Videos on the Polynomial material used is in the very practical category.
3. The achievement of the effectiveness of interactive learning media based on Video Learning on two-dimensional form materials is concluded based on: (i) increasing students' conceptual understanding, from various analyzes, such as the total value of students' conceptual understanding of each indicator of students' conceptual understanding, and N-Gain shows that there are increasing students' understanding of high concepts from pre-test to post-test through Learning Video media. (ii) positive student responses are greater than 80%, from the results of the student response questionnaire analysis show that students respond positively to the media, namely 86%. Therefore, interactive learning media based on Learning Videos is included in the "very effective" category. (iii) Based on the results obtained, the increase in students' understanding of concepts from pre-test to post-test showed that the average pre-test result was 49.18 and increased to 90.26 in the post-test.

5.2. Suggestions

Based on the research conclusions above, the researcher provides suggestions and recommendations to practitioners interested in implementing interactive learning

media based on Learning Video on Polynomial material in learning and to other researchers who want to follow up on this research. The suggestions and recommendations of researchers are as follows:

1. The interactive learning media produced are valid, practical, and effective media so that they can be used as alternative learning media by teachers in classroom learning activities on two-dimensional material.
2. Teachers can make learning media interactive learning media based on Learning Videos for other math topics.
3. Other researchers can develop this interactive learning media, especially by improving and adding animation to the PPT background before being made into a learning video and making learning videos free for users.

